



***New Hampshire Department of Education
NH RESPONDS Grant***

**Introduction to Response to Intervention in
Behavior, Literacy and Secondary Transition
Supports Competencies for Coaches and
Administrators**

NH RESPONDS: Professional Development for Excellence in Education is a federally- funded professional development (pre-service and in-service) grant focused on the development, and implementation with fidelity, of a integrated Response to Intervention system of literacy and behavior supports for preschool through high school including secondary transition supports at the high school level that results in enhanced systems of professional development that lead to improved student outcomes.

The primary strategies for accomplishing the goals of NH RESPONDS include:

Demonstration Sites - comprehensive training and support in 15 demonstration sites (K-12 schools and early childhood programs) in five SAUs across New Hampshire.

Preservice - work with institutions of higher education and other key stakeholders to improve pre-service educator preparation programs in grant related areas.

Statewide Trainings – trainings offered yearly in grant areas to increase participants’ knowledge and skills.

These strategies require the delineation of competencies that pre-service and in-service professionals will need to design, implement and evaluate RTI programs in schools.

Framework for Competencies

Alignment with national, state and local priorities. The NH RESPONDS framework is aligned with the following national initiatives: National Center on Response to Intervention; National Positive Behavior Interventions & Supports (OSEP Training and TA Center); National Association of State Directors of Special Education; International Reading Association; National High School Center; National Association for the Education of Young Children; Federal Policy: IDEIA; NCLB; and IES: What Works Clearing House.

The framework is also aligned with the following state initiatives: Follow the Child; NH Literacy Action Plan; Reading First; NH RTI Task Force’s Interactive Guide to Response to Intervention for New Hampshire; High School Reform and Redesign; Positive Behavior Interventions & Supports–NH (PBIS-NH); APEX Drop Out Prevention; Community of Practice in Secondary Transition, Community of Practice in Children’s Mental Health; NH Alternate Assessment; and the Preschool Performance Outcome Measures.

Thus we have framed the content skills for each of NH RESPONDS competencies for around seven general competencies of the NH RESPONDS RTI Framework that align with the above National and

State Initiatives. The seven RTI general competencies (shown in this same blue text throughout the competencies) are:

1. Describe, promote and sustain the features, logic, and application of a 3 tiered school improvement model (this includes: consensus building, infrastructures, and implementation)
2. Describe and apply data-based decision making and action planning to guide school improvement
3. Describe and apply effective, efficient and collaborative team meeting processes and leadership to impact student outcomes
4. Describe and apply the multiple purposes of assessments (including screening, diagnostic, progress monitoring)
5. Utilize research and evidence based curriculum, instruction and interventions and monitor for fidelity of implementation
6. Provide high quality job embedded outcome-driven professional development aligned with school improvement
7. Facilitate effective communication between internal and external stakeholders including parents

Purposes of Response to Intervention Competencies

As a result of this need, NH RESPONDS has developed the following set of competencies for RtI administrators and behavior, literacy or secondary transition coaches working in RtI preschools and schools. These competencies have been developed from a review and analysis of the relevant literature in each field and validated by different constituencies in New Hampshire in the winter of 2009-10. Feedback was incorporated and the competencies were finalized in Spring 2011.

At the school and district level, the competencies can to be used as a framework for thinking about the roles and responsibilities, as well as the knowledge and skills, necessary to ensure an evidence-based RTI process. School and school district administrators may use the competencies to determine in-service professional development needs that are aligned with individual professional development plans or evaluate personnel. In addition, the competences may be helpful in determining skill sets of potential new hires of teachers or other professional staff.

At the institutions of higher education level, the competencies can to be used as a framework to assess programs of study in teacher education, administrator and related fields. These assessments can lead to the identification of gaps in programs and action plans to address those gaps.

Finally, at the state department of education level, the competencies can be shared with the appropriate credentialing department with the intent of infusing them into state standards.



*New Hampshire Department of Education
NH RESPONDS Grant*

**Administrator and Coach Competencies for
Universal Level **Positive Behavior
Intervention and Supports****

**NH RESPONDS Response to Intervention (RTI) General Competencies
with Identified Content Area Skills**

1. Describe, promote and sustain the features, logic, and application of a 3 tiered school improvement model (this includes: consensus building, infrastructures and implementation)

Behavior Content Skills for Administrator and Coach:

- A) Describe and promote the purpose, outcomes, research and rationale for school-wide positive behavior support and how it relates to school climate and improvement efforts
- B) Describe and promote the readiness and implementation requirements for school-wide positive behavior support
- C) Describe and promote the systems processes for school-wide positive behavior support
- D) Describe and promote the practices for school-wide positive behavior support
- E) Recognize and celebrate accomplishments and acknowledges challenges and false starts
- F) Foster shared beliefs and a sense of community and cooperation

2. Describe and apply data-based decision making and action planning to guide school improvement

Behavior Content Skills for Administrator and Coach:

- A) Describe and promote procedures for assessing the status of behavior support and discipline in their schools
- B) Develop an action plan that addresses school improvement goals based on their assessment of behavior support and discipline
- C) Describe procedures for collecting, preparing, and analyzing school data that reflects the status of school-wide behavior support and discipline in their schools
- D) Determine yearly outcomes based on data and develop an action plan to achieve those outcomes
- E) Monitor, review and analyze schoolwide data to determine and readjust strategic priorities
- F) Use data to determine and readjust strategic priorities
- G) Use a problem solving process to determine outcomes, key questions, and select evidence based practices
- H) Identify supports for accurate sustained adoption & implementation
- I) Monitor practice implementation & progress toward outcomes

3. Describe and apply effective, efficient and collaborative team meeting processes and leadership to impact student outcomes

Behavior Content Skills for Administrator and Coach:

- A) Develop and follow norms and procedures that support effective and efficient meetings including agenda, decision-making processes, and meeting notes or decision log
 - B) Self-monitor norms and procedures and self-correct as needed
 - C) Facilitate effective team meetings and process
4. Describe and apply the multiple purposes of assessments (including screening, diagnostic, progress monitoring)

Behavior Content Skills for Administrator and Coach:

- A) Describe the multiple purposes of assessment including screening, diagnostic, progress monitoring at the school-wide level and apply that knowledge to advance school improvement
 - B) Describe the multiple purposes of assessment including screening, diagnostic, progress monitoring at the classroom level and apply that knowledge to advance school improvement
5. Utilize research and evidence based curriculum, instruction, and interventions and monitor for fidelity of implementation

Behavior Content Skills for Administrator and Coach:

- A) Describe and promote the components and operations of a proactive school-wide discipline system
 - 1) Describe the roles and functions of school administrators and behavior support coach in establishing and maintaining an effective, efficient, relevant, and durable positive school-wide behavior support system.
 - 2) Contribute to rollout of schoolwide teaching activities in ways that enhance school climate

Additional Behavior Content Skill for Administrator only:

- 3) Consistently follow universal response to problem behavior procedures and uses evidence-based practices when responding to minor and major behaviors

Behavior Content Skills for Administrator and Coach:

- B) Describe and promote fundamental strategies and systems of classroom management
 - 1) Describe and promote the teaching and encouragement of classroom-wide positive expectations
 - 2) Describe and promote the teaching classroom routines & cues
 - 3) Describe and promote the ratio of 4 positive to 1 negative adult-student interaction
 - 4) Describe and promote active supervision within the classroom
 - 5) Describe and promote redirections for minor, infrequent behavior errors
 - 6) Describe and promote frequent precorrections for chronic errors
 - 7) Describe and implement procedures for assessing and analyzing classroom design and management systems
- C) Describe and promote fundamental strategies of active supervision in non-classroom settings
 - 1) Describe and promote the need for positive expectations and routines taught and encouraged
 - 2) Describe and promote the need for active supervision by all staff
 - 3) Describe and promote the use of scanning, moving, interacting
 - 4) Describe and promote the use of precorrections and reminders
 - 5) Describe and promote the use of positive reinforcement
 - 6) Describe and implement procedures for assessing and analyzing effective behavior management in nonclassroom settings
 - 7) Describe and implement procedures for assessing and analyzing the status of active supervision in those settings

Additional Behavior Content Skills for Coach Only:

- D) Describe the principles of direct instruction
- E) Describe the basic behavioral principles including reinforcement and punishment theories, their application and misuse
- F) Develop observable and measurable behavioral expectations by routine or location
- G) Develop an instructional plan for teaching expectations within routines or locations
- H) Develop plan for acknowledging students for exhibiting prosocial behavior within the context of a teaching plan that can be faded over time
- I) Assess the effectiveness of teaching and acknowledgement plans and use that information to redesign future plans
- J) Develop a plan to introduce the schoolwide program to children and families.
- K) Develop a primary prevention system that builds climate and school culture through the use of a unifying concept such as a slogan, mascot, etc.
- L) Use schoolwide data to determine which routines or locations to prioritize for teaching or acknowledging
- M) Develop labels and definitions for common minor and major behavior problems.
- N) Develop an efficient office referral form that matches include key features and is matched to problem behavior definitions
- O) Develop procedures for responding to minor and major behaviors
- P) Develop procedures for monitoring, adapting, and enhancing implementation

6. **Provide high quality job embedded outcome-driven professional development aligned with school improvement**

Behavior Content Skills for Administrators only:

- A) Work effectively with central office to ensure that school faculty and staff receive high quality job embedded outcome-driven professional development and supervision aligned with school improvement goals
- B) Work effectively with central office to ensure that the administrative team receives high quality job embedded outcome-driven professional development and supervision aligned with school improvement goals

Behavior Content Skills for Coach only:

- C) Can work effectively with school administration to ensure that school faculty and staff receive high quality job embedded outcome-driven professional development and supervision aligned with school improvement goals
 - 1) Contribute to team and staff knowledge by leading and participating in training and technical assistance activities
 - 2) Share research and information about evidence-based practices in behavior support.
 - 3) Develop a professional development plan that aligns with the role and function of a behavior support coach and these competencies

7. **Facilitate effective communication between internal and external stakeholders including parents**

Behavior Content Skills for Administrator and Coach:

- A) Develop procedures for clarifying and refining primary prevention design features with faculty and other stakeholders
- B) Develop procedures for providing information regarding the primary prevention system and on-going communication with families in a variety of formats
- C) Advocate for needed human, fiscal and professional development resources
- D) Report on school improvement team progress and products with various stakeholders



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NH RESPONDS Grant
Administrator and RtI Facilitator
Competencies for Universal Level RTI for
Literacy in Elementary School

1. Describe, promote and sustain the features, logic, and application of a 3 tiered school improvement model (this includes: consensus building, infrastructures, and implementation)

Literacy Content Skills for Administrators and RTI Facilitators only:

- A) Describe and foster consensus for the purpose, outcomes, research and rationale for RtI for literacy as an aspect of school improvement.
- B) Describe and apply three phases of RtI for literacy development: consensus, infrastructure, and implementation.
- C) Describe and apply readiness requirements for RtI for literacy.
- D) Describe and apply objectives, processes, and tools for consensus building.
- E) Describe and apply a process for securing staff agreement with proceeding with RtI for literacy.
- F) Describe and apply concepts of infrastructure development for school-wide RtI including competency and organizational implementation drivers.
- G) Describe and apply lessons from implementation science including the stages of RtI implementation: exploration, installation, initial implementation, full implementation, innovation, and sustainability.
- H) Describe and promote the practices for RtI for literacy.
- I) Recognize and celebrate accomplishments and address challenges through solutions oriented action planning.
- J) Foster shared vision and beliefs of literacy learning.

2. Describe and apply data-based decision making and action planning to guide school improvement

Literacy Content Skills for Administrators and RTI Facilitators only:

- A) Describe and promote the value and necessity of data-based decision making as an essential component of RtI and school improvement.
- B) Describe and promote procedures for utilizing student assessment data (screening, progress monitoring, and diagnosing) to match students with appropriate instruction and interventions and to inform and improve the RtI system.
- C) Describe and promote procedures for utilizing instruction and intervention fidelity of implementation data.
- D) Describe and promote procedures for utilizing student outcome and fidelity data to evaluate the effectiveness of each tier of RtI for literacy.

- E) Describe and promote procedures for utilizing process and fidelity data on the implementation of school-wide RtI for literacy.
 - F) Describe, promote, and utilize student outcome and fidelity data to develop action plans that address RtI implementation and program priorities for school improvement.
 - G) Describe, promote, and utilize student outcome and fidelity data to prioritize and provide professional development.
3. Describe and apply effective, efficient and collaborative team meeting processes and leadership to impact student outcomes

Literacy Content Skills for Administrators and RTI Facilitators only:

- A) Understand, describe, and apply theory and practices in systems change, team dynamics, and team collaboration.
 - B) Promote the value and importance of collaborative teaming and shared leadership.
 - C) Develop and follow norms and procedures that support effective and efficient meetings including agenda, decision-making processes, and meeting notes or decision log.
 - D) Self-monitor norms and procedures and self-correct as needed.
 - E) Utilize a variety of models and tools to understand team dynamics, including tools to understand individual personalities, learning styles, and varying levels of concern across different topics.
 - F) Focus the team on clear outcomes and support the team to achieve those outcomes.
 - G) Encourage shared facilitation of meetings.
 - H) Evaluate his/her success as a meeting facilitator relative to team outcomes, including the degree of shared understanding of issues, shared decision making, efficient and effective planning, and problem solving.
 - I) Vary the ways that team members participate in meetings by using techniques such as open dialogue and discussion, structured dialogue and discussion, formal presentations and reports, case study analysis, and small-group work.
 - J) Focus team members' attention on those professional and organizational activities that improve student outcomes.
 - K) Mediate interactions of team members in a non-judgmental way if they stray from their priority focus or experience conflict.
 - L) Teach leadership team members to identify and navigate the differences of personal conflict (of people) verses cognitive conflict (of ideas).
 - M) Provide technical information to team members regarding best practices in systems change, team dynamics, and team collaboration.
4. Describe and apply the multiple purposes of assessments (including screening, diagnostic, progress monitoring)

Literacy Content Skills for Administrators and RTI Facilitators only:

- A) Describe the multiple purposes of assessment including screening, diagnostic, progress monitoring at the program-wide level and apply that knowledge to advance school improvement.
- B) Describe the multiple purposes of assessment including screening, diagnostic, progress monitoring at the classroom level and apply that knowledge to advance school improvement.

- C) Describe the multiple purposes and frequency of assessment including screening, diagnostic, progress monitoring at the student level and apply that knowledge to match type and intensity of instruction with student need and to advance school improvement.
 - D) Describe, promote, and develop a system of universal literacy screening for all students, conducted within the first four weeks of school annually, which includes objective, evidence-based measures for literacy development and review of local, historical student data.
 - E) Describe and promote system wide best practices in assessment of literacy learning, particularly with struggling readers.
 - F) Describe and promote fidelity of administration of assessment tools.
5. Utilize research and evidence based curriculum, instruction and interventions and monitor for fidelity of implementation

Literacy Content Skills for Administrators and RTI Facilitators only:

- A) Describe and promote the goal that all children become active and engaged readers and that all develop the proficiencies needed to be strong, independent readers who read with understanding.
- B) Describe, promote, utilize, and facilitate program development to align with the New Hampshire Literacy Action Plan
(<http://www.ed.state.nh.us/education/doe/organization/curriculum/School%20Improvement/literacy.htm>).
- C) Describe and promote the value and necessity of utilizing research and ensuring an evidence-based literacy curriculum, instruction, and interventions as an essential component of RtI and school improvement.
- D) Describe, promote, and utilize web-based resources to identify current status of research on literacy instruction and interventions (e.g., What Works Clearinghouse).
- E) Describe and promote the components of literacy learning including and beyond the “big five” (e.g., Whole-to-Part Model).
- F) Develop close working relationships with teachers, paraprofessionals, and related service providers to promote literacy instruction for all students.
- G) Describe and promote the value and necessity of a core block of protected literacy instruction.
- H) Describe, promote the value and necessity of, and monitor for differentiated instruction of the core block of literacy instruction.
 - a. Describe and promote the importance of students having text matched to their literacy level throughout their school day, across subject areas (multiple texts, multiple levels for each lesson across the day).
 - b. Describe and promote the importance of balanced instructional grouping (teacher lead: whole group, small group, side-by-side instruction), particularly during reading instruction, and of matching instructional grouping to student need.
- I) Describe and promote the value and necessity of monitoring for fidelity of implementation of assessments, instruction, and interventions to ensure maximum student outcomes.
- J) Describe and promote how to recognize and reconcile when there is conflict between fidelity to the evidence-based practices in literacy learning and fidelity to a literacy curriculum (e.g., a boxed program).

- K) Describe and promote the value and necessity of monitoring for fidelity of implementation of the school-wide RtI model.
 - L) Describe and promote the use of appropriate class and school-wide fidelity of implementation measures (e.g. PET-R).
 - M) Describe, promote, and apply lessons from implementation science (i.e., developing competency and organizational drivers is key to infrastructure development) as they relate to fidelity of implementation.
6. Provide high quality job embedded outcome-driven professional development aligned with school improvement

Literacy Content Skills for Administrators and RTI Facilitators only:

- D) Work effectively with school and district leadership to ensure that school faculty and staff receive high quality job embedded outcome-driven professional development (including training and coaching) and supervision aligned with school improvement goals.
 - E) Work effectively with school and district leadership to ensure that the school leadership team (including administrators) receives high quality job embedded outcome-driven professional development and supervision aligned with school improvement goals.
7. Facilitate effective communication between internal and external stakeholders including parents

Literacy Content Skills for Administrators and RTI Facilitators only:

- E) Develop and utilize procedures for clarifying and refining design features of the RtI system with faculty, staff, parents/guardians, and other stakeholders
- F) Develop and utilize procedures for two-way communication, in a variety of formats, with families regarding RtI, including the sharing of student and school level assessment and outcome data.
- G) Advocate for needed human, fiscal and professional development resources.
- H) Develop and utilize a systematic communication plan to report to and engage with various stakeholders on school improvement team progress and products.
- I) Develop and maintain close working relationships with school-wide committees, including the School Board, PTA, or Community Council.



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**Literacy Coach Competencies
for RtI in Elementary School**

1. Describe, promote and sustain the features, logic, and application of a 3 tiered school improvement model (this includes: consensus building, infrastructures, and implementation)

Literacy Content Skills for Coach only:

- A) Understands the theoretical and evidence-based foundations of reading and writing processes and instruction.
 - 1) Understand and interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
 - 2) Analyze classroom environmental quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, interests).
 - 3) Summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. .
 - 4) Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
 - 5) Model and communicate the importance of fair-mindedness, empathy and ethical behavior in literacy instruction and professional behavior.
- B) Creates a literate environment that fosters reading and writing by integrating: foundational knowledge; use of instructional practices, approaches and methods; curriculum materials; and the appropriate use of assessments.
 - 1) Assist teachers to design the physical environment to optimize students' use of traditional print and online resources in reading and writing instruction.
 - 2) Support teachers to arrange instructional areas to provide easy access to materials for a variety of individual, small group and whole class activities.
 - 3) Support teachers to create a supportive social environment for all students that struggle with literacy.
 - 4) Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; conducting discussions, giving peer feedback).
 - 5) Support teachers to create effective routines and grouping practices for all struggling readers.
 - 6) Support teachers and/or other professionals to ensure the effective use of a variety of classroom configurations for differentiating instruction for all readers.
 - 7) Demonstrate an understanding of the ways in which certain qualities of diversity influence the reading and writing development of students that struggle with literacy.

- 8) Assist teachers to develop reading and writing instruction that is responsive to diversity.
- 9) Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.
- 10) Collaborate to build strong home to school and school to home literacy connections.

2. Describe and apply data-based decision making and action planning to guide school improvement

Literacy Content Skills for Coaches only:

- A) Describe and promote the value and necessity of data-based decision making as an essential component of RtI and school improvement.
- B) Describe and promote procedures for utilizing student assessment data (screening, progress monitoring, and diagnosing) to match students with appropriate instruction and interventions and to inform and improve the RtI system.
- C) Describe and promote procedures for utilizing instruction and intervention fidelity of implementation data.
- D) Describe and promote procedures for utilizing student outcome and fidelity data to evaluate the effectiveness of each tier of RtI for literacy.
- E) Describe and promote procedures for utilizing process and fidelity data on the implementation of school-wide RtI for literacy.
- F) Describe, promote, and utilize student outcome and fidelity data to develop action plans that address RtI implementation and program priorities for school improvement.
- G) Describe, promote, and utilize student outcome and fidelity data to prioritize and provide professional development.

3. Describe and apply effective, efficient and collaborative team meeting processes and leadership to impact student outcomes

Literacy Content Skills for Coaches only:

- A) View professional learning and leadership as a career-long effort and responsibility.
 - 1) Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
 - 2) Articulate the research base related to the connectedness among teacher dispositions, student learning, and parent/community
 - 3) Demonstrate effective interpersonal, communication, and leadership skills.
 - 4) Collaborate in planning, implementing, and evaluating professional development activities for individuals and/or groups of teachers.
 - 5) Collaborate with other professionals to create systemic change by analyzing a school's literacy program, identify strengths and needs and using results to build a professional development program. Activities may include working individually with teachers (modeling, co-planning, co-teaching, observing, etc.) or with groups (teacher workshop, online learning, etc.).

4. Describe and apply the multiple purposes of assessments (including screening, diagnostic, progress monitoring)

Literacy Content Skills for Coaches only:

- A) Use a variety of assessment tools and practices to plan and evaluate effective reading and

writing instruction.

- 1) Understand types of assessments and their purposes, strengths, and limitations and misuses
 - 2) Demonstrate an understanding of, and recommends appropriate tools, including online tools, for measuring student performance including screening, diagnosis, progress monitoring, and measuring outcomes.
 - 3) Explain large-scale assessment designs, state and district assessment frameworks, proficiency standards, and benchmarks.
 - 4) Select, develop, administer, and interpret assessments, both traditional print and online, for specific purposes. .
 - 5) Lead schoolwide analyses in selecting assessment tools that provide for a systemic framework for assessing reading, writing and language growth of all students.
 - 6) Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
 - 7) Support teachers in analyzing and using individual, classroom, grade level or school-wide assessment data to implement and to revise instructional programs.
 - 8) Plan and evaluate professional development initiatives using assessment data.
 - 9) Provide tools and support to help staff evaluate the effectiveness of core programs and interventions
5. Utilize research and evidence based curriculum, instruction and interventions and monitor for fidelity of implementation

Literacy Content Skills for Coaches only:

- A) Understand and use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing in all tiers.
1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced core curriculum.
 2. Support teachers and other personnel in the design, fidelity of implementation, and evaluation of the reading and writing curriculum for all students.
 3. Lead teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment K-12.
 4. Use appropriate and varied instructional approaches, including those that develop phonemic awareness, phonics, comprehension, fluency, vocabulary, strategic knowledge, and reading/writing connections.
 5. Support classroom teachers and/or education support personnel to implement differentiated instructional approaches for all students.
 6. Lead collaborative school efforts to evaluate, select and use a variety of instructional materials and interventions to meet the specific needs and abilities of all learners.
 7. Provide support through modeling, co-teaching, observing, planning, and/or providing resources.
6. Provide high quality job embedded outcome-driven professional development aligned with school improvement

Literacy Content Skills for Coaches only:

- A) Work effectively with school and district leadership to ensure that school faculty and staff receive high quality job embedded outcome-driven professional development (including training and coaching) and supervision aligned with school improvement goals.

- B) Work effectively with school and district leadership to ensure that the school leadership team (including administrators) receives high quality job embedded outcome-driven professional development and supervision aligned with school improvement goals.

7. Facilitate effective communication between internal and external stakeholders including parents

Literacy Content Skills for Coaches only:

- A) Develop and utilize procedures for clarifying and refining design features of the RtI system with faculty, staff, parents/guardians, and other stakeholders
- B) Develop and utilize procedures for two-way communication, in a variety of formats, with families regarding RtI, including the sharing of student and school level assessment and outcome data.
- C) Advocate for needed human, fiscal and professional development resources.
- D) Develop and utilize a systematic communication plan to report to and engage with various stakeholders on school improvement team progress and products.
- E) Develop and maintain close working relationships with school-wide committees, including the School Board, PTA, or Community Council.



*New Hampshire Department of Education
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**Administrator and Coach Competencies for
Universal Level Positive Behavior
Intervention and Supports in Early
Childhood Education Programs**

**NH RESPONDS Response to Intervention (RTI) General Competencies
with Identified Content Area Skills**

1. Describe, promote and sustain the features, logic, and application of a 3 tiered school improvement model (this includes: consensus building, infrastructures and implementation)

Behavior Content Skills for Administrator and Coach:

- A) Describe and promote the purpose, outcomes, research and rationale for program-wide positive behavior support and how it relates to preschool climate and improvement efforts
- B) Describe and promote the readiness and implementation requirements for program-wide positive behavior support
- C) Describe and promote the systems processes for program-wide positive behavior support
- D) Describe and promote the practices for program-wide positive behavior support
- E) Recognize and celebrate accomplishments and acknowledges challenges and false starts
- F) Foster shared beliefs and a sense of community and cooperation

2. Describe and apply data-based decision making and action planning to guide program improvement

Behavior Content Skills for Administrator and Coach:

- A) Describe and promote procedures for assessing the status of behavior support and discipline in their programs
- B) Develop an action plan that addresses program improvement goals based on their assessment of behavior support and discipline
- C) Describe procedures for collecting, preparing, and analyzing program data that reflects the status of program-wide behavior support and discipline in their programs
- D) Determine yearly outcomes based on data and develop an action plan to achieve those outcomes
- E) Monitor, review and analyze program-wide data to determine and readjust strategic priorities
- F) Use a problem solving process to determine outcomes, key questions, and select evidence based practices
- G) Identify supports for accurate sustained adoption & implementation
- H) Monitor practice implementation and progress toward outcomes

3. Describe and apply effective, efficient and collaborative team meeting processes and leadership to impact student outcomes

Behavior Content Skills for Administrator and Coach:

- A) Develop and follow norms and procedures that support effective and efficient meetings including agenda, decision-making processes, and meeting notes or decision log
- B) Self-monitor norms and procedures and self-correct as needed
- C) Facilitate effective team meetings and processes

4. Describe and apply the multiple purposes of assessments (including screening, diagnostic, progress monitoring)

Behavior Content Skills for Administrator and Coach:

- A) Describe the multiple purposes of assessment including screening, diagnostic, progress monitoring at the program-wide level and apply that knowledge to advance preschool improvement
 - B) Describe the multiple purposes of assessment including screening, diagnostic, progress monitoring at the classroom level and apply that knowledge to advance preschool improvement
5. Utilize research and evidence based curriculum, instruction, and interventions and monitor for fidelity of implementation

Behavior Content Skills for Administrator and Coach:

- A) Describe and promote the components and operations of a proactive program-wide discipline system
 - 1) Describe the roles and functions of program administrators and behavior support coach in establishing and maintaining an effective, efficient, relevant, and durable positive program-wide behavior support system
 - 2) Contributes to rollout of program-wide teaching activities in ways that enhance program climate

Additional Content Skills for Administrator only:

- 3) Consistently follows universal response to problem behavior procedures and uses evidence-based practices when responding to challenging behaviors

Behavior Content Skills for Administrator and Coach:

- B) Describe and promote fundamental strategies and systems of classroom management
 - 1) Describe and promote the teaching and encouragement of classroom-wide positive expectations
 - 2) Describe and promote the teaching classroom routines and cues
 - 3) Describe and promote the use of active supervision within the classroom
 - 4) Describe and promote the use of frequent precorrections for chronic errors
 - 5) Describe and implement procedures for assessing and analyzing classroom design and management systems

Additional Content Skills for Administrator Only:

- 6) Describe and promote the ratio of 4 positive to 1 negative adult-student interactions
- 7) Describe and promote the use of redirections for minor, infrequent behavior errors

Additional Content Skills for Coach only:

- 8) Describe and promote the ratio of 6-8 positive to 1 negative adult-student interaction
- 9) Describe and promote redirections for developmentally expected and other behavior errors

Behavior Content Skills for Administrator and Coach:

- C) Describe and promote fundamental strategies of active supervision in non-classroom settings
 - 1) Describe and promote the need for positive expectations and routines taught and encouraged
 - 2) Describe and promote the need for active supervision by all staff
 - 3) Describe and promote the use of scanning, moving, interacting

Additional Content Skills for Administrator only:

- 4) Describe and promote the use of precorrections and reminders
- 5) Describe and promote the use of positive reinforcement
- 6) Describe and implement procedures for assessing and analyzing effective behavior management in non-classroom settings
- 7) Describe and implement procedures for assessing and analyzing the status of active supervision in those settings

Additional Content Skills for Coach only:

- 8) Describe and promote the ratio of 6-8 positive to 1 negative adult-student interaction
- 9) Describe and promote the use of precorrections and reminders for developmentally expected and other behavior errors
- 10) Describe and implement procedures for assessing and analyzing effective behavior management in nonclassroom settings
- 11) Describe and implement procedures for assessing and analyzing the status of active supervision in those settings
- D) Describe the principles of direct instruction, particularly for the teaching of social-emotional skills
- E) Describe the basic social-emotional development patterns and developmentally appropriate behavioral expectations in terms of 'expected' versus 'challenging' misbehaviors for children ages three to five
- F) Describe basic behavioral principles including reinforcement and punishment theories, their application and misuse
- G) Develop positively-stated, observable and measurable behavioral expectations by routine or location
- H) Develop an instructional plan, including effective teaching practices, for teaching expectations within routines or locations
- I) Develop plan for acknowledging students for exhibiting prosocial behavior within the context of a teaching plan that can be faded over time
- J) Assess the effectiveness of program-wide teaching and acknowledgement plans and use that information to redesign future plans
- K) Can develop a plan to introduce the program-wide system to staff, children and families
- L) Develop a primary prevention system that builds positive climate and program culture through the use of a unifying concept such as a slogan, mascot, etc.
- M) Use program-wide data to determine which routines to prioritize for teaching or acknowledging
- N) Develop common labels and definitions for challenging behavior problems
- O) Develop an efficient behavior incident report that includes key features and is matched to challenging behavior definitions
- P) Develop procedures for responding to challenging behaviors
- Q) Develop procedures for monitoring, adapting, and enhancing implementation

6. Provide high quality job embedded outcome-driven professional development aligned with school improvement

Behavior Content Skills for Administrator only:

- A) Work effectively with program administration to ensure that school faculty and staff receive high quality job embedded outcome-driven professional development and supervision aligned with preschool improvement goals
- B) Work effectively with program administration to ensure that the administrative team receives high quality job embedded outcome-driven professional development and supervision aligned with preschool improvement goals

Behavior Content Skills for Coach only:

- C) Work effectively with school administration to ensure that school faculty and staff receive high quality job embedded outcome-driven professional development and supervision aligned with preschool improvement goals.
 - 1) Contributes to team and staff knowledge by leading and participating in training and technical assistance activities
 - 2) Shares research and information about evidence-based practices in behavior support.
 - 3) Develops a professional development plan that aligns with the role and function of a behavior support coach and these competencies

7. Facilitate effective communication between internal and external stakeholders including parents**Behavior Content Skills for Administrator and Coach:**

- A) Develop procedures for clarifying and refining primary prevention design features with faculty and other stakeholders
- B) Develop procedures for providing information regarding the primary prevention system and on-going communication to families in a variety of formats
- C) Advocate for needed human, fiscal and professional development resources
- D) Report on preschool improvement team progress and products to various stakeholders



*New Hampshire Department of Education
NH RESPONDS Grant*

**Administrator and Coach Competencies for
Emergent Literacy in Early Childhood
Education Programs**

**NH RESPONDS Response to Intervention (RTI) General Competencies
with Identified Content Area Skills**

1. Describe, promote and sustain the features, logic, and application of a 3 tiered school improvement model (this includes: consensus building, infrastructures and implementation)

Emergent Literacy Content Skills for Administrator and Coach:

- A) Promote the recommended practices of emergent literacy instruction in the classroom
 - 1) Provide sustained support to preschool teams as they make decisions regarding students' educational programs with regard to emergent literacy instruction.

Additional Emergent Literacy Content Skills for Coach only:

- 2) Develop close working relationships with teachers, paraprofessionals, and related service providers to promote emergent literacy instruction for all students.
- 3) Describe and promote the readiness and implementation requirements for emergent literacy instruction for all students.
- 4) Describe and use current research for emergent literacy instruction for all students.

Emergent Literacy Content Skills for Administrator and Coach:

- B) Understand the RTI framework for emergent literacy
 - 1) Describe the components of the model including: curriculum and instruction, assessment, data-based decision making, and professional development.
 - 2) Describe the process inherent in an RTI framework.

2. Describe and apply data-based decision making and action planning to guide school improvement

Emergent Literacy Content Skills for Administrator and Coach:

- A) Understand the importance of data in emergent literacy instruction
 - 1) Convert assessment results to data collection system
 - 2) Monitor, review, and analyze data to make instructional decisions for programs, classrooms, and individual students
 - 3) Determine indicators and benchmarks/cut scores for students identified for additional support

3. Describe and apply effective, efficient and collaborative team meeting processes and leadership to impact student outcomes

Emergent Literacy Content Skills for Administrator and Coach:

- A) Facilitate Leadership, and Team, meetings

- 1) Use knowledge of one's own learning and leadership style, beliefs, strengths and limitations to conduct and facilitate meetings
- 2) Facilitate the creation of shared understanding and consensus of team decisions
- 3) Utilize a variety of models and tools to understand team dynamics, including tools to understand individual personalities, learning styles, and varying levels of concern across different topics.
- 4) Encourage shared facilitation of meetings to ensure sustainability

Additional Emergent Literacy Content Skills for Administrators only:

- 5) Encourage shared facilitation of meetings to ensure sustainability
4. Describe and apply the multiple purposes of assessments (including screening, diagnostic, progress monitoring)

Emergent Literacy Content Skills for Administrator and Coach:

- A) Understand assessment of emergent literacy
 - 1) Describe best practices of assessing preschool children

Additional Emergent Literacy Content Skills for Coaches Only:

- 2) Administer assessment tools with fidelity
 - 3) Match appropriate assessment tool with skill set needing evaluation
 - 4) Utilize appropriate assessment tools for screening, progress monitoring, and diagnostic purposes
5. Utilize research and evidence based curriculum, instruction, and interventions and monitor for fidelity of implementation

Emergent Literacy Content Skills for Administrator and Coach:

- A) Understand the components of emergent literacy instruction
 - 1) Describe the components of emergent literacy
 - 2) Describe how the components of emergent literacy lead towards conventional literacy
 - 3) Describe the developmental sequence of each component of emergent literacy
- B) Understand instruction of emergent literacy
 - 1) Describe recommended components of an emergent literacy curriculum
 - 2) Teach emergent literacy curriculum with fidelity
 - 3) Describe teaching strategies to support preschool children to develop emergent literacy skills and understanding
- C) Promote the recommended practices of emergent literacy instruction in the classroom
 - 1) Provide sustained support to preschool teams as they make decisions regarding students' educational programs with regard to emergent literacy instruction.
 - 2) Describe and promote the readiness and implementation requirements for emergent literacy instruction for all students
 - 3) Describe and using current research for emergent literacy instruction for all students

Additional Emergent Literacy Content Skills for Coaches Only:

- 4) Develop close working relationships with teachers, paraprofessionals, and related service providers to promote emergent literacy instruction for all students.
6. Provide high quality job embedded outcome-driven professional development aligned with school improvement

Emergent Literacy Content Skills for Administrators only:

- A) Determines the needs of staff to provide high quality emergent literacy instruction
 - 1) Use data-based decision making to determine professional development needs
 - 2) Refer to DINI or SINI plans to determine professional development needs
- B) Schedule professional development opportunities
 - 1) Finds competent and relevant professional development for staff, matched to their needs

Additional Emergent Literacy Content Skills for Coaches only:

- C) Provide high quality, job-embedded professional development opportunities to program staff of the key concepts and skills for instructing and assessing emergent literacy learning with fidelity

7. Facilitate effective communication between internal and external stakeholders including parents

Emergent Literacy Content Skills for Administrators only:

- A) Design and implements strategies of communication with staff, children and families, community members or related partnership/resource agencies
 - 1) Teach program staff key concepts and skills in instructing and assessing emergent literacy learning with fidelity so they can talk with family members, community members and others about the importance and relevance of emergent literacy.
 - 2) Develop procedures for providing information regarding emergent literacy learning through on-going communication with family in a variety of formats

Emergent Literacy Content Skills for Coach only:

- A) Facilitate strategies to communication with staff, children and families, community members or related partnership/resource agencies
 - 1) Develop procedures for providing information regarding emergent literacy learning through on-going communication with family in a variety of formats



New Hampshire Department of Education
NH RESPONDS Grant

Coach Competencies for
Secondary Transition Supports and Services

NH RESPONDS Response to Intervention (RTI) General Competencies
with Identified Content Area Skills

1. Describe, promote and sustain the features, logic, and application of a 3 tiered school improvement model (this includes: consensus building, infrastructures and implementation)

Secondary Transition Content Skills for Coach:

- A) Understand and describe the theory and context for Secondary Transition Services including the role of federal, state, provincial, and local legislation and implications for providing transition services at the local levels.
- B) Knowledge of adolescent development, motivation, and self-determination.
- C) Can describe the research on student outcomes and effective transition practices.
- D) Can describe and utilize evidence-based secondary transition interventions for all students, with an emphasis on inclusion and accommodations for students with disabilities.
- E) Understand and describe how transition planning fits into typical high school programming and processes, including diploma tracks, and courses of study, and link transition planning and services with career, community, and adult service programs and services.
- F) Work with school staff members from a variety of disciplines (guidance, vocational, regular education, administrators) to promote efficient and effective utilization of resources for transition service development.
- G) Determine and describe how students with support needs can access all programs and services within the school.

2. Describe and apply data-based decision making and action planning to guide school improvement

Secondary Transition Content Skills for Coach:

- A) Utilize program matrices and resource mapping to assess and improve the effectiveness of secondary transition interventions, alternative programs, and graduation options.
- B) Develop and utilize research-based models that link positive transition outcomes to short- and medium-term interventions and services.
- C) Involve students, families, and community agencies in establishing transition-related policy.
- D) Describe and utilize tools to assess and improve the quality of the Individualized Education Transition Plans (such as the such as the Indicator 13 Checklist at www.nsttac.org) that conform to state and federal special education requires.

- D) Describe and apply effective, efficient and collaborative team meeting processes and leadership to impact student outcomes

Secondary Transition Content Skills for Coach:

- A) Utilize student-driven, collaborative transition planning strategies that facilitate information collection and input from appropriate participants.
- B) Assist students to identify the appropriate individuals to be part of the individualized IEP transition team.
- C) Utilize best practice facilitation skills to ensure efficient and effective team member collaboration and follow-through for each student.
- D) Monitor and facilitate student, family, teacher, and agency participation in transition planning and implementation.
- E) Collaborate with and participate in transition-focused interagency coordinating bodies.
- F) Develop coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families.

- 3. Describe and apply the multiple purposes of assessments (including screening, diagnostic, progress monitoring)

Secondary Transition Content Skills for Coach:

- A) Utilize formal and informal career and vocational assessment approaches, including personal futures planning, for identifying students' interests and preferences related to post-school goals and educational experiences.
- B) Design, in collaboration with individuals with exceptional learning needs, families, and agencies, and implement program evaluation and *progress monitoring* procedures to assess and improve the effectiveness of transition education and services, including evaluation of students' post-school outcomes.
- C) Describe and demonstrate how to identify the support needs of each student based upon his or her skills, interests, behavioral, and cultural characteristics.
- D) Interpret and describe the results of student career and vocational assessments for individuals, families, and professionals.
- E) Link, monitor, and align each student's course of study with the measurable post-school goals.
- F) Develop and utilize appropriate individualized student tracking systems (including frequent progress reports, employer feedback, internship reports, and outcome assessments).
- G) Analyze the data from tracking tools and assessment tool with each student and team members to inform decision-making and adjust program supports.

- 4. Utilize research and evidence based curriculum, instruction, and interventions and monitor for fidelity of implementation

Secondary Transition Content Skills for Coach:

- A) Utilize evidence-based interventions and methods for linking appropriate academic and alternative learning content to transition-related goals.
- B) Utilize appropriate screening tools to match students with needed interventions and supports, including behavior intervention plans (BIPs), assistive technology, and other disability-specific assessments.
- C) Understand and describe methods for providing work-based and other community-based education for students, including knowledge of internships, virtual learning options, Extended Learning Opportunities, and work-based learning opportunities.
- D) Identify and facilitate appropriate modifications and supports within work, residential, vocational training, and other community environments.

- E) Assess and develop natural support systems to facilitate transition to specific post-school environments.
 - F) Develop residential, work-based, and other community-based educational supports and services based upon individual learning and social/cultural needs.
 - G) Assess and utilize student support systems (especially natural supports) to facilitate to facilitate individual post-school transitions.
 - H) Develop and utilize student self-monitoring tools and strategies.
 - I) Utilize evidence-based, culturally-appropriate models to engage community based service providers, family and other natural supports, and connect the student to post-high school supports.
 - J) Work effectively within the capacity and operating constraints of community organizations involved in transition-focused education and services.
 - K) Develop and utilize methods that increase collaborative transition service delivery through interagency agreements and collaborative funding.
 - L) Develop and utilize policies and procedures for referring students to community service agencies.
 - M) Utilize strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transition services for individuals with exceptional learning needs.
- E) Provide high quality job embedded outcome-driven professional development aligned with school improvement

Secondary Transition Content Skills for Coach:

- A) Develop and provide training and technical assistance to special education, guidance and related staff members on secondary transition planning and support services.
- B) Develop and provide training, support, and guidance to students on transition planning and self-advocacy.
- C) Provide information and technical to families about transition-related education and services, and post-school options in specific outcome areas.
- D) Provide training and TA to community providers, agencies, post-secondary institutions, and employers.
- E) Assist community agencies and employers to understand the transition process and roles of each resource in effective transition and employment.

8. Facilitate effective communication between internal and external stakeholders including parents

Secondary Transition Content Skills for Coach:

Internal Stakeholders

- A) Involve each youth in all aspects of the transition process and communicate/translate processes and decisions to be made.
- B) Communicate with school and community agency staffs in an effective and sensitive manner about the needs and strengths of each student.
- C) Intentionally and systematically work with families to identify family service needs related to transition outcomes and assist families to connect with support networks.
- D) Develop and utilize a comprehensive communication system for all individuals involved with each youth in transition planning and supports.

External Stakeholders

- A) Work effectively with community organizations involved in transition-focused education and services.
- B) Work with community-based organizations to promote the importance of work, post-secondary education, and all aspects of transition to adult life for students with disabilities.